COLLEGE TEACHING INDEX

VOLUME 54—WINTER TO FALL 2006

Number 1 Winter 169–208
Number 2 Spring 209–248
Number 3 Summer 249–288
Number 4 Fall 289–328

TITLES

An Alternative Professional Development Program: Lessons Learned, Michelle Erklenz-Watts, Theresa Westbay, and Eileen Lynd-Balta, 275

An Analysis of Instructor-created Crossword Puzzles for Student Revicw, Robert S. Weisskirch, 198

Approaching Civic Responsibility Using Guided Controversies about Environmental Issues, Marion Dresner and Jen Seamans Blatner, 213

The Chilly Classroom: Beyond Gender, Edee Schulze and Annette Tomal, 263

The College Classroom as a Community: Impact on Student Attitudes and Learning, John Paul McKinney, Kathleen G. McKinney, Renae Franiuk, and John Schweitzer, 281

Commentary: Courage in the Classroom, Michael C. Loui, 221

Commentary: Love, Passion, and the Amateur Teacher, Michael C. Loui, 285

Commentary: Teaching Students to Dream, Michael C. Loui, 208

Creating a Space to Learn: A Classroom of Fun, Interaction, and Trust, Carole F. Robinson and Peter J. Kakela, 202

Does Reflective Journal Writing Improve Course Performance? Cheryl A. Cisero, 231

The Efficacy of Collaborative Learning Groups in an Undergraduate Statistics Course, Michael Delucchi, 244

Encouraging Critical Thinking in Student Library Research: An Application of National Standards, Mardi Mahaffy, 324

Encouraging Critical Thinking through Expert Panel Discussions, Mary C. Bucy, 222

Encouraging Students to Seek Help: Supplementing Office Hours with a Course Center, Carl Chung and Leon Hsu, 253

Entry Year Teachers Inside and Outside of the Academy, Harriet R. Fayne and Leslie Ortquist-Ahrens, 320

Grading Without Points: Does It Hurt Student Performance? R. Eric Landrum and Karen H. Dietz, 298

Humor in Pedagogy: How Ha-ha Can Lead to Aha! R. L. Garner, 177

The Influence of Service Learning on Students' Personal and Social Development, Lori Simons and Beverly Cleary, 307

Interdisciplinary Team Teaching: Negotiating Pedagogical Differences, Ivan A. Shibley, Jr., 271

Interpersonal Influences in Large Lecture-based Classes: A Socioinstructional Perspective, Holly E. Long and Jeffrey T. Coldren, 237

The Investigation of Study Strategies that Maximize Learning for Underprepared Students, Grace-Ann Gorga Cukras, 194

The Learning Styles, Expectations, and Needs of Online Students, Davison M. Mupinga, Robert T. Nora, and Dorothy Carole Yaw, 185

Motivating Students through Awareness of the Natural Correlation between College Learning and Corporate Work Settings, Anna D'Aloisio, 225

Preparing Our Teachers for Distance Education, Christina De Simone, 183

The Quick Fix: Enhancing Understanding and Interest through Group Discussion, Patrick Cannon, 211

The Quick Fix: Productively Waiting for Latecomers, Steven E. Gump, 181

The Quick Fix: An Unexpected Benefit of Formative Student Evaluations, Lori Price Aultman, 251

Strategies for Enhancing Student Interactivity in an Online Environment, Vance A. Durrington, Amy Berryhill, and Jeanne Swafford, 190

Teaching Calculus and Other Challenging Courses to Nontraditional and At-Risk Students at a Research University, C. G. Mendez, 291

Toward College Success: Internalizing Active and Dynamic Strategies, Christine Gray Tinnesz, Kelly H. Ahuna, and Michael Kiener, 302

Understanding Student Cheating and What Educators Can Do About It, Patricia A. Hutton, 171

Using Children's Picture Books as Tools to Facilitate Undergraduates' Learning, Peter M. Meyerson, 259